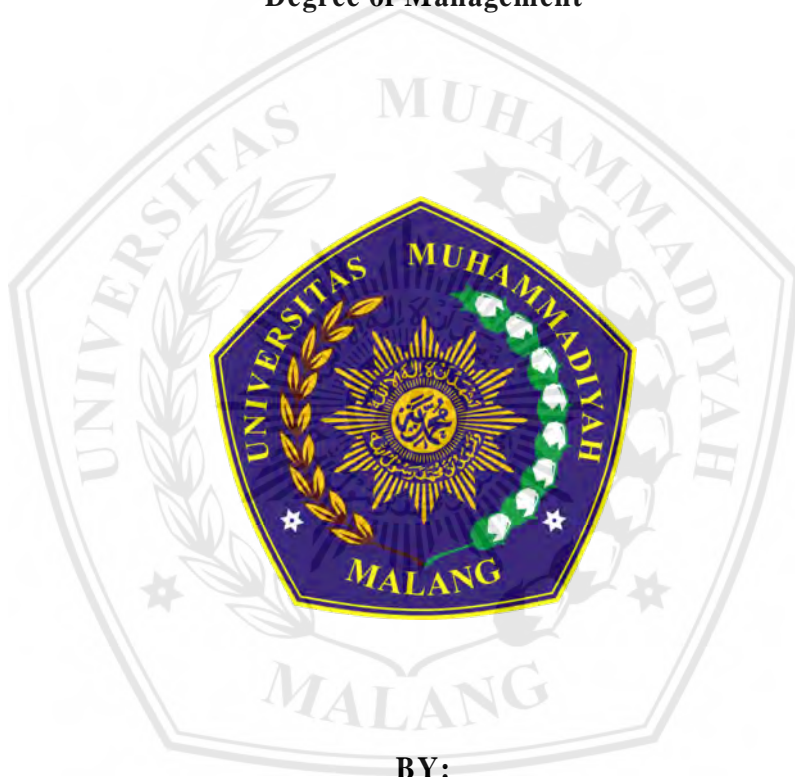


**THE MEDIATING ROLE OF SCHOOL REPUTATION TOWARD
THE INFLUENCE OF SCHOOL CULTURE AND SERVICES QUALITY
PERCEPTION ON STUDENTS' SATISFACTION**

THESIS

**In Partial Fulfillment of the Requirement for Master's
Degree of Management**



BY:

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**DIRECTORATE OF POSTGRADUATE PROGRAM
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July 2020

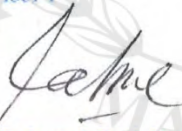
**THE MEDIATING ROLE OF SCHOOL REPUTATION
TOWARD THE INFLUENCE OF SCHOOL CULTURE
AND SERVICES QUALITY PERCEPTION
ON STUDENTS' SATISFACTION**

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LETTER OF STATEMENT

I, the undersigned:

Name : NASORI
NIM : 201710280211015
Study Program : Master of Management

Hereby, declare that:

1. The thesis entitled: **The Mediating Role of School Reputation toward The Influence of School Culture and Services Quality Perception on Students' Satisfaction** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have quoted and mentioned at the bibliography.
2. If this thesis is proven as a form **Plagiarism** in this thesis, I am willing to accept the consequences including accepting the **Cancellation of The Granting of Master Degree**, and undergoing any procedures required by prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**Non Exclusive Royalty**).

Thus, this statement is made truthfully to be used as appropriate.

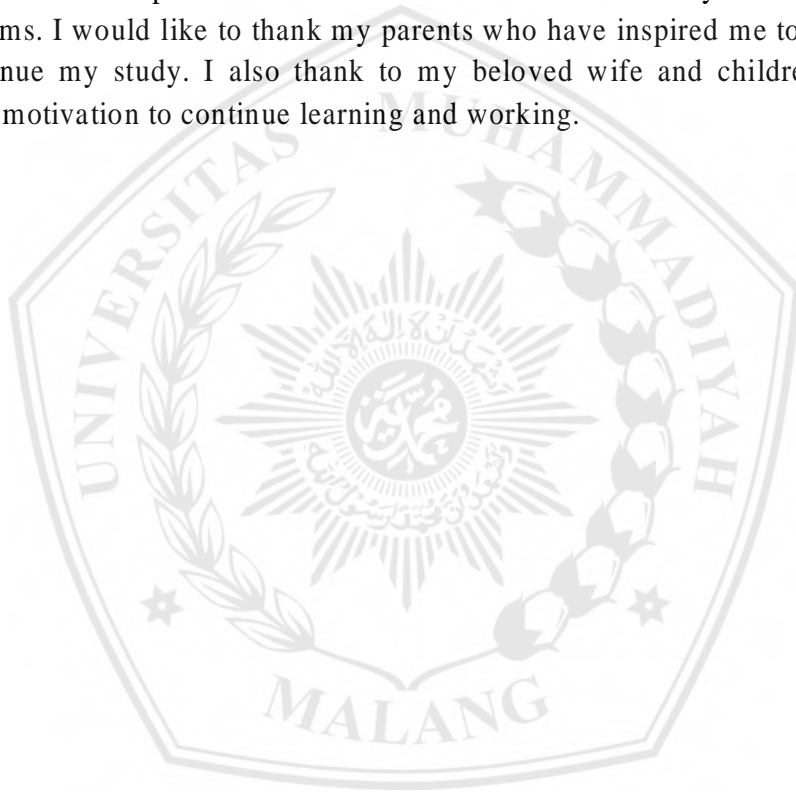
Malang, 22 July 2020

Writer,



DEDICATION

I dedicate this work to the development of the world of education, I hope this work will be useful and inspire others and become a motivation for my children to achieve their dreams. I would like to thank my parents who have inspired me to always learn and continue my study. I also thank to my beloved wife and children who are a source of motivation to continue learning and working.



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Given that, I would also like to register my sincere thanks and appreciation to my supervisors, Dr.Rahmad Dwi Jatmiko for his professional mentorship throughout the course of this research to the end. To my Head of Department Graduate School of Management, Dr.Eko Handayanto, I say thank you for your professional mentorship and immense input into this research and I am very grateful to Prof. Akhsanul In'am, Ph.D. Director of Directorate of Postgraduate Program, I say thank you for your words of encouragement.

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Finally, I would like to show my deep appreciation to all of those who supported me in any respect during the completion of the research

Malang, 22 July 2020

Writer,



NASORI

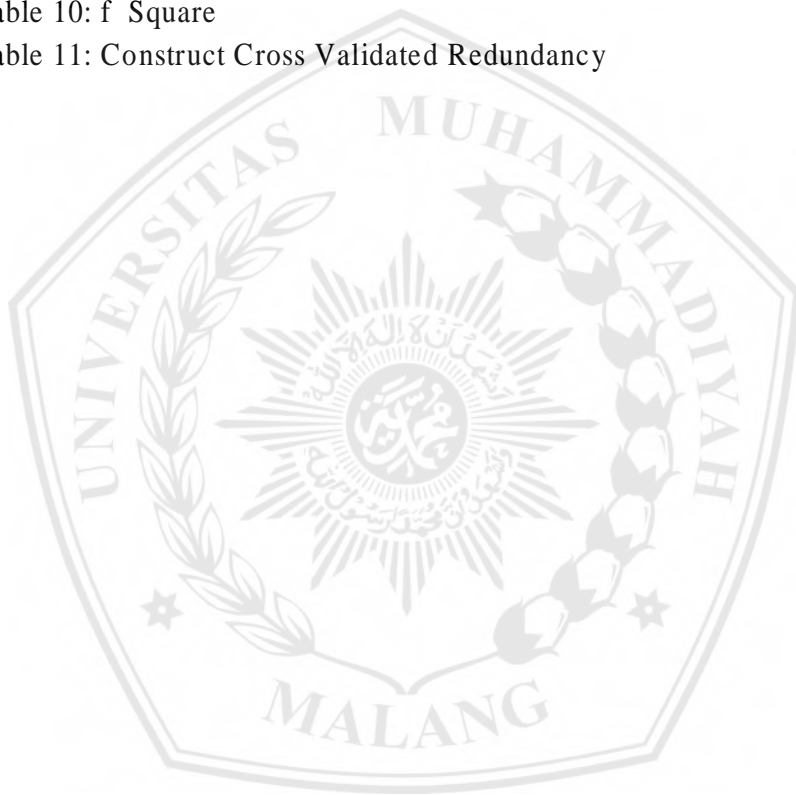
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**THE MEDIATING ROLE OF SCHOOL REPUTATION TOWARD
THE INFLUENCE OF SCHOOL CULTURE AND
SERVICES QUALITY PERCEPTION
ON STUDENTS' SATISFACTION**

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ABSTRACT

The study aims to find out and analyze the mediating role of school reputation toward the influence of school culture and services quality perception on students' satisfaction. Kind of research in this study is quantitative research methods. The study was conducted on 289 respondents of students of grade XII in State Senior High School 1 Grati Pasuruan, East Java by means of questionnaire. The data was analyzed with Partial Least Square approach using SmartPLS 3.0. The results of the study show there is a positive and significant influence of school culture on students' satisfaction, service quality has positive and significant influence on students' satisfaction. There is a positive and significant influence of school culture on school reputation, service quality has positive and significant influence on school reputation, school reputation also has a positive and significant influence on students' satisfaction. Furthermore, school reputation mediates the relationship between school culture and students' satisfaction, and school reputation mediates the relationship between service quality and students satisfaction. In conclusion, there is influence of school culture and services quality perception on students' satisfaction through the mediating role of school reputation. This study is expected to be able to increase contribution to the fields of marketing and services. For schools, it can be used as a reference to improve the quality of educational services, school culture, school reputation and students' satisfaction. This study can also be used as a basis for planning schools in the face of competition between educational institutions and to anticipate the development of the education world in the future.

Keywords: Mediating Role, School Reputation, School Culture, Services Quality, Students' Satisfaction

**PERAN MEDIASI REPUTASI SEKOLAH TERHADAP
PENGARUH BUDAYA SEKOLAH DAN
PERSEPSI KUALITAS LAYANAN
PADA KEPUASAN SISWA**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menganalisis peran mediasi reputasi sekolah terhadap pengaruh budaya sekolah dan persepsi kualitas layanan terhadap kepuasan siswa. Jenis penelitian dalam penelitian ini adalah metode penelitian kuantitatif. Penelitian dilakukan terhadap 289 responden siswa kelas XII SMA Negeri 1 Grati Pasuruan Jawa Timur dengan menggunakan angket. Data dianalisis dengan pendekatan Partial Least Square menggunakan SmartPLS 3.0. Hasil penelitian menunjukkan terdapat pengaruh positif dan signifikan budaya sekolah terhadap kepuasan siswa, kualitas pelayanan berpengaruh positif dan signifikan terhadap kepuasan siswa. Ada pengaruh positif dan signifikan budaya sekolah terhadap reputasi sekolah, kualitas pelayanan berpengaruh positif dan signifikan terhadap reputasi sekolah, reputasi sekolah juga berpengaruh positif dan signifikan terhadap kepuasan siswa. Selain itu, reputasi sekolah memediasi hubungan antara budaya sekolah dan kepuasan siswa, dan reputasi sekolah memediasi hubungan antara kualitas layanan dan kepuasan siswa. Kesimpulannya, ada pengaruh budaya sekolah dan persepsi kualitas layanan terhadap kepuasan siswa melalui peran mediasi reputasi sekolah. Kajian ini diharapkan mampu meningkatkan kontribusi pada bidang pemasaran dan jasa. Bagi sekolah dapat dijadikan acuan untuk meningkatkan kualitas pelayanan pendidikan, budaya sekolah, reputasi sekolah dan kepuasan siswa. Kajian ini juga dapat digunakan sebagai dasar perencanaan sekolah dalam menghadapi persaingan antar lembaga pendidikan dan mengantisipasi perkembangan dunia pendidikan di masa yang akan datang.

Kata Kunci: Peran Mediasi, Reputasi Sekolah, Budaya Sekolah, Kualitas Pelayanan, Kepuasan Siswa

A. Introduction

1. Background

Satisfaction is a feeling of happiness that is obtained when someone meets their needs and desires. This is a situation felt by someone who has experienced a performance or outcome that meets his expectations (Lee & Hwan, 2005). Customers will be satisfied when the service matches their prospects. Therefore, this is part of the proportional level of expectations, related to people's perceptions (E. W. Anderson, Fornell, & Lehmann, 1994). Satisfaction is the touch of excitement or fail to success that results from evaluating the perceived performance in relation to expectations (Kotler & Keller, 2015).

School reputation is usually seen as a valuable intangible asset that helps improve competitiveness if it can be managed well (Sridhar, 2012). To maintain competitive advantage, educational institutions must take reputation seriously to gain support from stakeholders (Jeng, 2008). Previous studies have revealed that there are different views regarding the effect of customer satisfaction, image, loyalty and service quality on company reputation (MacMillan, Money, Downing, & Hillenbrand, 2005), (C. Fombrun & Van Riel, 2003).

Educational institutions that have a good reputation, like other service providers in the business environment, assist and support the sustainability, performance, and growth of the organization (Deephouse, 2002). A good school reputation can reduce student uncertainty about institutional performance, strengthen competitive advantage, contribute to public trust, and create value by maximizing an institution's ability to receive premiums for services provided (Vidaver-Cohen, 2007). Some researchers argue that the greater the ability to provide quality educational services and achieve stakeholder satisfaction, the higher the level of recruitment, reputation and ranking enjoyed educational institution. Therefore, the most important goals for school managers are to improve the quality of their education services and meet the needs and desires of stakeholders (Ghulam, Khan, & Affaq, 2014) to facilitate and retain students in increasingly competitive global markets (Standifird, 2005).

Satisfaction is additionally impacted by culture. Numerous scientists have talked about the significance of school culture in school improvement (D. Hopkins, 1990). The word "culture" depicts sundry impacts on how people carry on in affiliations, organizes, and even countries. When all is verbally expressed in done, this alludes to a plethora of fundamental qualities, frames of mind, convictions, and standards, some of which are express and some of which are most certainly not. School culture is as shared qualities, rules, conviction examples, teaching and learning approaches, practices, and connections between or among people in school (Cakiroglu, Akkan, & Guven, 2012). Culture incorporates school standards, guidelines, conventions, and school desires. This can influence the manner in which individuals dress in the manner in which they cooperate with one another (Deal & Peterson, 1999). Culture is all the more profoundly inserted in schools, and can in this way just be changed over a more drawn out period through precise changes in the school atmosphere (Gruenert, 2008). School culture has demonstrated to be a noteworthy part of achievement at the school, instructor and student level (Creemers & Kyriakides, 2010) and (Yahaya, Yahaya, Ramli, Hashim, & Zakariya, 2010).

The achievement of each school relies upon culture. There are numerous references that affirm the capacity of school culture to impact various parts of a school. It is firmly identified with the sound and manageable school improvement, the expert development and prosperity of the school individuals, the educating and learning goals (M Fullan, 2001), and is integral to scholastic achievement (Michael Fullan, 2007). A positive and solid school culture is frequently considered as one in which understudies are progressively inspired to learn (Fyans & Maehr, 1990) and important staff improvement and upgraded understudy learning are empowered and rehearsed (Engels, Hotton, Devos, Bouckenoghe, & Aelterman, 2008). In opposite, a poisonous school culture has been portrayed as a spot where "instructor and staffs are very divided, where the motivation behind serving understudies has been lost to the objective of serving the grown-ups, where negative qualities and sadness rule. It tends to be portrayed that a lethal school culture as a situation where instructor and school staff "neglects to make sense of what's expected to develop the attributes fundamental for understudy development and learning. Poisonous societies or

negative subcultures can be very ruinous to a school-to its staff spirit or understudy learning. "Clearly, this is definitely not a decent domain for any school (Deal & Peterson, 2016).

Education also requires good quality administrative services according to the needs of its clients. Hence, dissecting clients' needs is a significant obligation that expands the accomplishment of organizations (A Parasuraman, Zeithaml, & Berry, 2002). Students are treated as the essential purchasers and administration quality is estimated through different measurements. Administration execution is controlled by the administration quality and consumer loyalty (Douglas, Douglas, & Barnes, 2006; Hill, 1995). There are two distinct approaches to gauge administration quality. In the first place, by contrasting student observations and their desires for an organization. At that point, by gathering student input of their scholastic life. It is significant that higher learning establishment convey high administration quality in this focused world.

Service quality is the most widely applied service model that has been used to measure student satisfaction throughout the world. Quality of service is a questionnaire that has been planned, developed, and tested in an organizational environment, by (Anantharanthan Parasuraman, Zeithaml, & Berry, 1985) to measure the quality of service and customer satisfaction of a business by considering five dimensions by considering tangibility, reliability, empathy, responsiveness and guarantee. The questionnaire was administered twice, one to measure customer expectations and then to get customer perceptions. Although widely applied in industry, it is widely criticized in the higher education literature by scholars such as; (Buttle, 1996), (Asubonteng, McCleary, & Swan, 1996), (Pariseau & McDaniel, 1997), (Aldridge & Rowley, 1998).

Based on empirical theory about the impact of service quality, school image or reputation through student satisfaction in fact there have been gaps in the findings of several previous studies which can be described as follows: First, Differences in the finding of study on the influence of service quality toward student satisfaction, (Sari, Wiyono, & Wiyono, 2013), (Fikri, Wiyani, & Suwandaru, 2016), (Poniman, 2011),

support a significant positive effect on student satisfaction. Whereas (Qomariah, 2012) found service quality did not have a significant effect on student satisfaction. Second, Differences in research on the effect of school image on student satisfaction, (Bayu & Habibah, 2017) found that school images influence student satisfaction, (Qomariah, 2012) Institutional image influences student satisfaction and (Ratnasari, 2016) supports that there is a positive effect between school reputation and Student complacency, as well as found that images have a positive and significant effect on student satisfaction.

Furthermore, there are several phenomenon in SMAN 1 Grati, based on the quality report issued by the Directorate of Secondary Education of the Ministry of National Education that the standard values of educators and education personnel as well as educational facilities and infrastructure are still below the national education standards even if compared to schools at the district, provincial and national levels are still above them. The complete data can be seen in table 1.

Table 1 Quality Report of SMAN 1 Grati 2018

No	National Education Standards	Achievements 2016	Achievements 2017	Achievements 2018	Pasuruan Regency 2018	East Java Province 2018	National 2018
1.	Graduate competence standards	1.28	6.44	6.99	6.3	6.41	6.39
2.	Content standards	0.76	5.73	5.95	5.75	5.68	5.6
3.	Process Standards	0.15	6.99	6.99	6.59	6.56	6.51
4.	Educational Assessment Standards		6.63	6.7	6.18	6.18	6.11
5.	Educator and Educational Staff Standards	4.83	3.9	4.19	3.51	3.43	3.54
6.	Educational Facilities and Infrastructure Standards	4.69	4.68	4.73	4.46	4.42	4.39
7.	Education Management Standards	1.49	6.48	6.39	5.85	5.92	5.84
8.	Financing Standards	1.55	6.99	6.99	6.02	5.9	5.8

CATEGORY OF ACHIEVEMENTS			
Sign	Category	Lower limit	Upper limit
★	Towards National Education Standards 1	0	2.04
★★	Towards National Education Standards 2	2.05	3.7
★★★	Towards National Education Standards 3	3.71	5.06
★★★★	Towards National Education Standards 4	5.07	6.66
★★★★★	National Education Standards	6.67	7

Source : Directorate of Secondary Primary Education

The link of school culture, service quality, students' satisfaction and communication manner towards the school reputation totally are important, students' dissatisfaction caused by lack of school service would create the students' negative communication manner, and hence, it is unprofitable for the school future development and it will rise negative reputation. If the school service quality satisfies the students, probably it would increase students' positive communication manner towards the school, this condition shows how important for the school improving students' satisfaction to achieve the future school proliferation and it will cause the positive reputation. The student satisfied with the educational service would provide positive communication manner, by doing good word of mouth one another student in terms of educational school service. The student enrolls in the class and finds their expectations negatively disconfirmed, confirmed or positively disconfirmed. The student could obtain a disconfirmed experience, the dissimilarity occurrence between an expectation and performance. If the student believes whether a perceived is lower than the expectation so there would be a negative disconfirmation. In the contrary, there would be a positive disconfirmation if the student's expectation is similar to their performance, so the confirmation would occur. Positive disconfirmation would arouse pleasant emotions and confirmation would create non-arousing pleasant emotions (Russell & Bullock, 1985). The pleasant condition of the student would arouse a satisfaction feeling, and it would cause good reputation and best communication manner supporting the school development. Customer satisfaction must be considered in order to be able to compete with national and global competitors. Companies need to understand the needs of customers to improve

customer relations to expand their business, and maintain a student perception in the future (Myers, 1999).

SMAN 1 Grati is the place of this research. SMAN 1 Grati is an A accredited school in Pasuruan. School accreditation describes the feasibility of schools or programs implemented based on the National Standards of Education and quality assurance of education of education programs and units. Accreditation A indicates that the education services provided by the school already meet the eight service standards of educational institutions, namely content, graduate competency, teacher and education staff, management, assessment, infrastructure, process and cost standard.

Researcher is very interested in conducting this research, because public and accredited A high schools are still lacking in the standards of educators and educational staff as well as educational facilities and infrastructure. To find out this phenomenon, the researcher is interested in researching about the school culture, service quality, schools' reputation and students' satisfaction. In addition, the influence between these variables is still rarely examined.

Based of the explanation above, the researcher chooses to examine of the mediating role of school reputation toward the influence of school culture and services quality perception on students' satisfaction in SMAN 1 Grati.

2. Problem Statement

This research addressed the following questions:

1. Does the school culture influence students' satisfaction?
2. Does the service quality influence students' satisfaction?
3. Does the school culture influence school reputation?
4. Does the service quality influence school reputation?
5. Does the school reputation influence students' satisfaction?
6. Does the school reputation mediate the influence of school culture on students' satisfaction?
7. Does the school reputation mediate the influence of service quality on students' satisfaction?

3. Purpose of Research

The research has purposes:

1. To examine the influence of school culture on students' satisfaction.
2. To examine the influence of service quality on students' satisfaction.
3. To examine the influence of school culture on school reputation.
4. To examine the influence of service quality on school reputation.
5. To examine the influence of school reputation on students' satisfaction.
6. To examine the influence of school reputation as the mediating variable between school culture and students' satisfaction.
7. To examine the influence of school reputation as the mediating variable between service quality and students' satisfaction.

4. Contribution of Research

The following will be explained about research contributions:

1. The direct beneficiary of this research is SMAN 1 Grati. The results of this research will be known about the school culture, service quality, school reputation and student satisfaction perceived by students at SMAN 1 Grati through student survey instruments for schools.
2. This study contributes theoretically and practically in the field of high school education by verifying the relationship between school culture, quality of education services, school reputation, and student satisfaction.
3. This research contributes to academics and researchers by providing knowledge in marketing theory on the dimensions of service quality, school reputation and student satisfaction in high school.
4. The study findings can guide the education department or senior high school education stakeholders in developing education policies. The education authority will draw a framework on the dimensions of service quality most preferred by students, and can design educational policies that address the needs of these students.

B. Literature Review

1. Satisfaction

Satisfaction is a feeling of happiness that is obtained when a people fulfill their needs and wants. It is a state felt by someone who has experienced a performance or result that meets his expectations. Thus, satisfaction can be defined as the experience of fulfilling the expected results. One will be satisfied when he achieves his wish, because it is a deliberate attainment which results in one's satisfaction. Satisfaction refers to feelings of pleasure or disappointment resulting from comparing perceived performance in relation to Kotler & Keller expectations. Customers will be satisfied when the service is in line with their expectations. Therefore, it is a function of relative expectation levels related to people's perceptions. When someone perceives that the service they meet is good, they will be satisfied, on the other hand, people will feel dissatisfied when the perception is not in line with service expectations. Therefore, satisfaction is the perception of pleasant fulfillment of a service (Weerasinghe & Fernando, 2017).

2. Student Satisfaction

2.1. Definition of Satisfaction

Satisfaction is the tendency of excitement that is obtained when someone satisfies his needs and desires (Saif, 2014). A person will fulfill when he reaches his desires, then it is a completed achievement that results in someone's satisfaction (Rad & Yarmohammadian, 2006). Fulfillment alludes to the sentiments of excitement or dissatisfaction that arise due to contrasting executions in connection with desires (Kotler & Keller, 2011). Clients will fulfill when the administration is to their liking (Sigala, Christou, Petruzzellis, D'Uggento, & Romanazzi, 2006).

2.2. Student Satisfaction

Student satisfaction as a momentary mentality arises because of the assessment of students' educational experiences (Elliott & Healy, 2001). This is a positive precursor of student loyalty (Navarro, Iglesias, & Torres, 2005) and produce of the learning method (A Parasuraman, Zeithaml, & Berry, 1988). Furthermore, (Elliott & Healy, 2001) classify student satisfaction as student attitudes by emotional

assessment of results and instructive experiences. In this way, the fulfillment of replacements can be marked as an element of the relative level of the meeting and see the execution of instructive assistance (Mukhtar, Anwar, Ahmed, & Baloch, 2015) during the examination time frame. Evaluating student experience, services, and educational facilities will create student satisfaction in a short-term attitude. So student satisfaction is the result of an assessment of the educational experience that students receive while in school in accordance with their wishes.

2.3. The Dimensions of Student Satisfaction

Student satisfaction is a multidimensional procedure that is influenced by various elements. (Navarro et al., 2005), (Appleton-Knapp & Krentler, 2006) identified two groups of influences on student satisfaction in higher education as personal and institutional factors. Personal factors include age, gender, occupation, preferred learning style, student GPA and institutional factors include the quality of instruction, the accuracy of instructor feedback, clarity of expectations, teaching style. (Wilkins & Balakrishnan, 2013) identified the quality of lecturers, the quality of physical facilities and the effective use of technology as the main determining factors of student satisfaction. In addition, student satisfaction at the university is strongly influenced by the quality of classrooms, the quality of feedback, lecturer-student relations, interactions with fellow students, course content, learning equipment available, library facilities and learning materials (Sojkin, Bartkowiak, & Skuza, 2012). Based on some of the opinions of the experts above, the authors can categorize the dimensions of student satisfaction consisting of the quality of teachers, the quality of physical facilities, the quality of administrative service, and the quality of interactions.

2.4. Measuring Students' Satisfaction

The instrument for measuring customer satisfaction is a structured questionnaire, the form of questions and answers that are used to compile statistical analyzes about customer satisfaction. This questionnaire is distributed periodically based on organizational needs and marketing strategies. To measure the trend of customer satisfaction that continues to change in the long run using one research

questionnaire is not enough, because the products produced by the company and customer needs will continue to change periodically in the future (Myers, 1999).

Simple satisfaction scale is one of the most widely applied satisfaction scales. Companies can measure their customer satisfaction directly when using this scale. For example, a simple satisfaction scale is applied to the questionnaire using questions that ask customers to describe their satisfaction on a product with numerical, verbal or a mixture of both. The simple scale translates customer feelings into numbers, for example: (1) very dissatisfied, (2) somewhat dissatisfied, (3) mediocre (4) satisfied, (5) very satisfied.

If a customer determines a number that represents their level of satisfaction, this number can be compared with other numbers that are answered by the customer to draw conclusions according to the average satisfaction score. Then the answers given by customers on a simple satisfaction scale are based on the customer's own feelings, and also based on their experiences and expectations. This is a very simple research instrument, but it can give the company high-value information about what customers think toward the company and its products.

Then the research team provides feedback, they can use this information to compile a customer satisfaction index. This index can be applied to overall customer satisfaction, or this index can be divided into several categories to better understand customer satisfaction based on certain indicators. As explained earlier, it is important to understand how the customer satisfaction index will be compiled before the questionnaire is created and sent to the customer to provide information that is generated efficiently and effectively (Myers, 1999).

2.5. Indicators of Satisfaction

The writing on understudy "satisfaction and their impression of the instructive experience is perplexing. Each creator has their very own point of view with respect to the requirements of understudies in the college. A few creators support the supposed "administrative measurement" of student" fulfillment: the

college is an undertaking and the understudies are the clients. In this way so as to fulfill understudies, the client approach ought to be applied in the colleges.

The other statement, (Wiers-Jenssen, Stensaker, & Grogard, 2002) declare the nature of college bolster offices is significant in accomplishing understudies' fulfillment. They look at how generally speaking understudy fulfillment in Norway can be stalled into segment appraisals, alluding to more extensive parts of the student's learning background. They consider understudy to be as students' evaluations of the administrations gave by colleges and schools. They separated the idea into a few sub-classes, for example,

1. Quality of teaching (academic and pedagogic).
2. Quality of supervision and feedback from academic staff.
3. Composition, content and relevance of curriculum.
4. Balance between different forms of organized teaching activities and self-tuition.
5. Quality of support facilities.
6. Quality of physical infrastructure
7. Quality and access to leisure activities.
8. Social climate.

In addition in 2001 UCC Student Services Evaluation Report analyzed students' satisfaction (Stoltenberg, 2011) using the following categories: general climate, admissions/records, academic advising, financial aid and awards, counseling, assessment center, athletics, health clinic, computer labs, library, bookstore.

In total we can see that the following factors are frequently mentioned in the literature that has been used in this research: academic advising, social activities, learning experiences, students support service, library facilities, course content, quality of instructions, adaptability, accommodation and computer facilities.

3. School Culture

3.1. Definition of School Culture

Culture is a symbolic representation of past attempts at adaptation and survival as well as a set of limiting or enabling conditions for future adaptation (Fey & Denison, 2003).

School culture may be described as the common set of beliefs, values, and practices held by members of the school community about "the way things are done" in a given school. The culture of a school is shaped by peoples' unconscious assumptions or taken-for-granted beliefs about school vision, curriculum, instruction, evaluation and organizational structure. People integrate their conceptions of these cultural elements to create meaning and consistency for themselves. Because culture includes "deep patterns of values, beliefs and traditions that have formed over the course of the school's history," (Peterson & Deal, 2011), it serves as the cornerstone for school improvement. Numerous researchers have discussed the importance of school culture in school improvement (D. Hopkins, 1990). Based on the explanation above, the writer can define that school culture is a symbolic representation of past efforts by the school community to adapt for their survival as well as a series of conditions that limit or allow for future adaptation.

3.2. Dimensions and Indicators of School Culture

Authoritative culture is the focus of this paper depends on four social qualities that have an impact on hierarchical execution: association, consistency, flexibility, and strategic, (Denison & Mishra, 1995). Each of these properties is measured by three component indexes, and each index is measured by four survey items.

Involvement

Research literature has shown that effective organizations empower and engage their people, build their organizations around teams, and develop human abilities at all levels (Denison, Janovics, Young, & Cho, 2006). Members of the organization are committed to their work and feel a strong sense of ownership. Individuals at all levels feel that they might have some contribution to choices that will affect their work and feel that their work is legally linked to the goals of the association. This enables high associations to rely on a casual, deliberate and understood control framework, rather than a formal, assertive and decisive

bureaucratic control framework. In the model, this characteristic is estimated by three lists:

1. Empowerment. People who have positions, activities and capacities to manage their own work. This creates a feeling of ownership and obligation towards the organization.
2. Team Orientation. The team appointed to help is directed toward the goal that makes all team members accountable.
3. Capability Development. The association always provides resources to increase the needs of workers to remain aggressive and meet the needs of ongoing business.

Consistency

Predictable associations build mentality and create a hierarchical framework that fabricates internal administrative arrangements that depend on consensual assistance. This understood control framework can be a method that encourages progressively achieving coordination and joining rather than an external control framework that relies on clear rules and guidelines. These associations have highly dedicated workers, a specific strategy for working together, a tendency to advance from within, and clear arrangements of "must" and "don't". In the model, these qualities are of three kinds:

1. Core Values. Individuals share many qualities that make the feeling of personality and desire setting clear.
2. Agreement. Individuals can agree on basic issues. It combines a hidden level of understanding and capacity to accommodate differences.
3. Coordination and Integration. Various capacities and association units can work well together to achieve common goals.

Adaptability

Apart from some of the favorable circumstances of a well-coordinated association, they can also be the most flexible and most difficult to change. Integration in and outside adjustment can be inconsistent (Lawrence & Lorsch, 1967). Associations that are solid in flexibility will experience overall industry supply and expansion. In the model, these attributes are estimated with three types:

1. Make Changes. Associations can make versatile approaches to tackle developing problems. It can read and respond quickly to current patterns, and imagine changes in the future.
2. Customer Focus. The association understands and responds to its clients and envisions their future needs.
3. Organizational Learning. Associations obtain, decipher, and translate signals from the earth into open doors to empower progress, retrieve information, and create capacity in the future.

Mission

Successful associations also have a clear sense of direction that characterizes hierarchical goals and main goals and expresses dreams about what will resemble later associations (Hamel & Prahalad, 1994). The important feeling of an association is to shape current behavior by imagining an ideal future state. In the model, this quality is estimated by three types:

1. Strategic Direction and Objectives. Clear objectives aim to continue the motivation of the association and clarify how anyone can contribute to the business.
2. Objectives and Objectives. The structure of goals and objectives that cannot be wrong can be related to mission, vision, and methodology.
3. Vision. Associations have the same perspective on the ideal future state. It symbolizes fundamental beliefs and provides clear direction.

3.3. The Ingredients of a Productive School Culture

Effective schools have established a number of cultural elements that seem to have an impact on student satisfaction. (Fyans & Maehr, 1990) chose academic challenges, a sense of togetherness, recognition for achievement and perception of school goals as prominent variables. It related to authoritative belief systems, joint investment, magnetic initiatives and closeness to the inspiration and fulfillment of more down to earth educators. According to (Senge, 1990), (Michael Fullan, 1992) all show the importance of a shared vision supported by a solid leader with a strong sense of reason. If you want a school culture that supports hard work, student satisfaction and high achievement, you need the following materials: Inspiring vision, Curriculum, Sufficient time for teachers and students to do their work well, Broad focus on student learning and teacher, teacher-student relationship, Many

opportunities and places to create culture, Leadership that encourages and protects trust, data-based decision making systems that utilize timely, unwavering support from parents, district flexibility and support for various school designs, visions, mission and innovation.

3.4. The Concept of Organizational Culture

Organizational culture includes all individual organizations, started and created at all different levels, and established based on a broad history that is realized in the perspective of the organization (for example, titles, items, buildings, logos, etc.) images, calculating the best supervisors). Therefore, the concept of organizational culture combines another angle to the concept of a company's character-based marketing. However, when considering the center of the company's personality about how this perspective expresses the organization's key thoughts to the outside voting community, consider the culture of the organization discussing how they are realized and elaborated by individual organizations.

Cultural conceptualization in the organizational hypothesis generally ignores the organizational relationship with the situation. Culture has basically been seen as creation in organizations, as outlined by the significance given to writers and other key pioneers, basic events, life cycle changes and translations of these social heroes and opportunities by individual organizations (Schein, 1992). Inside the organization think about, part of the outside voter community and their images of the organization are generally related to the best administrative methodology. In the social constructivist view of organizational culture, defeating the impact of administration on culture has been criticized as morally inappropriate (Hochschild, 1995).

4. Service Quality

4.1. Definition of Service Quality

Service quality is the quality that must be made as a decision on the evaluation of the client or administrative user. The development of value as conceptualized in administrative writing depends on its apparent quality. Visible quality is characterized as a buyer's judgment about the general assembly or excellence of an element (Zammuto, Keaveney, & O'Connor, 1996).

Correspondingly, (V. A. Zeithaml, Parasuraman, Berry, & Berry, 1990) additionally reasoned that buyer impression of administration quality come about because of contrasting desires earlier with getting the administration, and their genuine encounter of the administration. Seen quality is likewise observed as a type of demeanor, identified with, however not equivalent to fulfillment, and coming about because of a correlation of desires with impression of execution (Dawes & Rowley, 1996).

Consequently, administration quality could be the result of the assessments of various assistance experiences and for this situation, of an understudy, these could go from experiences with office staff to experiences with coaches, instructors, the head of offices, and so on (Hill, 1995). Therefore, if an association normally gives administration at a level that surpasses client desires, the administration will be assessed as high caliber. Interestingly, if an association neglects to meet client desires, the administration will be made a decision as low quality.

For the most part, students have three principle criteria that should be happy with administrations. These have been marked as Requisite experiences which basically empower understudies to satisfy their examination commitments; Acceptable experiences which understudies recognize as being alluring yet not fundamental during their course of study and Functional, an experience of a viable or utilitarian nature (Oldfield & Baron, 2000).

(Anantharathan Parasuraman et al., 1985) anyway recorded ten determinants of administration quality that can be summed up to assistance. The ten measurements incorporate substantial-quality, dependability, responsiveness, skill, get to, civility, correspondence, believability, security, and comprehension. Also, these ten measurements were then regrouped in the notable five measurements in the service quality model which incorporate confirmation, sympathy, dependability, responsiveness, and substance. So, Service quality is result from comparing expectations prior to receiving the service, and their actual experience of the service.

4.2. Dimensions and Indicators of Service Quality

There is an abundant body of evidence recommending that service quality instruments are strong in estimating the nature of administration in conditions of

further education and are very helpful in offering direction for changing quality inadequacies (Angell, Heffernan, & Megicks, 2008). On each dimension of service quality divided two; the first, statements of the instrument are knowing the expectations about the company in general for the service category being investigated; the second is measuring the perception of certain companies whose service quality is being analyzed (Arun Parasuraman, Berry, & Zeithaml, 1993).

Five points on the scale of likert namely begin with strongly disagree (1) until strongly agree (5) will be used on each statement, so that responses to desires and explanations for recognition will be seen. In the opinion of (Arun Parasuraman et al., 1993) that if the expected response is higher than the perception response, the score will be negative; if the perception response is higher than the expected response, the score will be positive. Positive scores indicate strengths and can represent competitive advantage for organizations.

The initial phase of the study begins with focus group interviews with students and in-depth interviews with teachers to develop a conceptual model of service quality. For service quality instruments that actually present the criteria used by customers in assessing service quality and consists of 10 dimensions: physical evidence, reliability, responsiveness, competence, access, courtesy, communication, credibility, security, and understanding. Dimension factors are used as a basis for service quality instruments. But, according to (Arun Parasuraman et al., 1993), who have carried out a 10-dimensional examination and factor analysis, suggest that there is some degree of overlap between them. The next stage of the examination shows that the overlapping dimensions are: competence, access, politeness, communication, credibility, security and understanding which are combined to form a dimension of assurance and empathy. Furthermore, (Arun Parasuraman et al., 1993) say that service quality, with five different dimensions, has covered all aspects of the ten original dimensions of the service quality concept. The last five dimensions of accommodation quality are:

1. Tangibles; physical offices, equipment, and labor presence.
2. Reliability; competence to carry out the promise accommodation reliably and accurately.
3. Responsive; disposition to utilize customer and offer fast accommodation;

4. Guarantees; awareness, and politeness of employees and their competence
5. Empathy; attention, individual attention given by the company to its customer.

5. School Reputation

5.1. Definition of Reputation

Organizational researchers examine reputation as being a social identity and portray it as an important and intangible resource which may significantly contribute to an organization's performance, and even to its survival (Hall, 1993). Authors in marketing study reputation under the rubric of brand equity (Aaker, Brumbaugh, & Grier, 2000) and associate it with the credibility of the organization (Herbig, Milewicz, & Golden, 1994). Although different terms are used to describe and define institutional reputation (Dowling, 1986), there appears to be a consensus on the essence of the concept: it is a result of the past actions of an organization. Institutional notoriety might be seen as a reflection of the association's history that serves to convey to its objective gatherings the nature of its items or administrations in correlation with those of its rivals (Yoon, Guffey, & Kijewski, 1993). They (Herbig & Milewicz, 1993) characterize notoriety as an estimation of the consistency after some time of the quality of an element.

Therefore, an organization can have numerous reputations - one on each attribute such as price, product quality, innovativeness, management quality - or a global reputation. Institutional reputation is an aggregation of a single stakeholder's perceptions of how well organizational responses are meeting the demands and expectations of many organizational stakeholders, according to (Wartick, 1992).

According to us the key issues for a definition for organizational reputation is that it is a perception or judgment of stakeholders. Institutional reputation indicates the ability of an organization to create value. Institutional reputation is based on past actions of an organization and gives a future prospect. The main issue is also to establish prominence as an organization. Based on the key issues that we stated, we propose the following definition of organizational reputation is a perception or judgment of stakeholders about the organization's ability to create value based on past actions. Reputation provides a future prospect and it creates prominence for the

organization. Finally, the writer can define that school reputation is an aggregation of the perceptions of a single stakeholder about how well the school's response meets the demands and expectations of many school stakeholders.

5.2. The Dimensions of School Reputation

A starting point for discussing the concept of a school's reputation is to compare it to the concept of a corporate reputation. In the strategy literature, corporate reputations are considered to be intangible assets that can contribute to competitive advantage (Barney, 2014). A corporation's reputation is viewed as a resource that should be managed by the firm. The marketing and management literature discusses the concept of corporate reputations with regard to people who have ties to a firm (Walsh & Beatty, 2007).

Consumers are companies' most important stakeholders as the primary generators of sales and revenue. With respect to schools, students are the most important stakeholders for higher education institutions, as the students are the primary generators of school fees and tuition revenues (Safon, 2009). In a comparable way, parents can be viewed as schools' most important stakeholders as the primary source of pupils and consequently income. So, there is a similar rationale for studying their views regarding school reputation.

Corporate reputation has been conceptualized and measured both as a one dimensional concept (Safon, 2009) and, in recent research, as a multidimensional design (Rose & Thomsen, 2004). For instance, the Reputation Quotient scale developed by (C. J. Fombrun, Gardberg, & Sever, 2000) consists of six dimensions, namely: (1) emotional appeal; (2) product and services; (3) vision and leadership; (4) workplace environment; (5) social and environmental responsibility; and (6) financial performance. A consumer-based reputation scale developed by (Walsh, Beatty, & Shiu, 2009) consists of the following five dimensions: (1) customer orientation; (2) good employer; (3) reliable and financially strong company; (4) product and service quality; and (5) social and environmental responsibility. These dimensions can be adopted in educational institutions or a school consists of the dimensions: (1) Student orientation; (2) good employer; (3)

reliable and financially strong school; (4) product and service quality; and (5) social and environmental responsibility.

5.3. Student Perception of Reputation

Reputation is a rundown of the impression or Perception of outer partners of the organization (Gary Davies & Miles, 1998). Another conclusion states for buyers that the organization's notoriety is organization driven which spotlights on believability, regard, and authenticity that the organization is tantamount to their name (Ettenson & Knowles, 2008). Strong brand reputation makes the company more attractive and desirable to consumers. A company with a strong brand reputation is accountable, has integrity, responsible and concerned with quality. These things will bring about more noteworthy piece of the overall industry, mirror the real estimation of the organization, increment faithfulness and be a key determinant in the determination of comparative brands (Lam, Ahearne, Hu, & Schillewaert, 2010). Research in the fields of advertising, the executives, and corporate technique unmistakably shows that the organization's notoriety is a significant factor to pick up progress (Chun, 2005). In management strategy studies, corporate reputation is considered as intangible assets that contribute to the company's level of competitive advantage (Barney, 2014). Reputation-based on estimation, in general, is something that benefits society, where the reputation gives a positive influence of the public on the behavior and actions of organizations.

5.4. The indicators of School Reputation

All organizational facts have more than one fact element because the nature of the organization includes many social elements in it. Organizational reputation has relationships with various aspects of the organization so it must consist of many elements and all of these elements must have a type of coherence between them to get the organization's reputation. Furthermore, as a school organization, the school's reputation includes aspects: educational achievement, physical condition, profiles of teachers, students and the establishment of their people, school history, school area, supervisory bodies, culture, and the nature of the school. Most individuals agree that academic achievement is the most critical segment of the school's reputation. So it can be concluded that among the various missions that must be fulfilled by the

school, academic achievement is the most important for building the school's reputation (Sagir, Dos, & Cetin, 2014).

6. Relationship between School Culture and Students Satisfaction

Research on the relationship between school culture and student satisfaction has not been found, but research on the relationship between culture and customer satisfaction has been widely carried out. Competence and organizational culture have a positive and insignificant effect on teacher job satisfaction, because the role of organizational culture can not increase job satisfaction (Arifin, 2015). There is a significant positive relationship between school culture, teacher job satisfaction, and school effectiveness and that teacher job satisfaction partly mediates the impact of school culture on school effectiveness (Duan, Du, & Yu, 2018). Meta analysis of the relationship between school culture and student achievement shows that school culture variables have a significant effect on student achievement (Bektas, Çogaltay, Karadag, & Ay, 2015).

The organizational culture survey was used to measure organizational culture, and the result is that the measure of culture is significantly related to customer satisfaction (Gillespie, Denison, Haaland, Smerek, & Neale, 2008). According to (Zazzali, Alexander, Shortell, & Burns, 2007) suggested that changing group culture, in addition to increasing individual satisfaction, should be the primary approach to fostering retention. Such a “top down” approach suggests that “managing” the organizational culture is an important building block for reinforcing positive attitudes and preferences. It is important to measure customer satisfaction using cultural aspects and provide services in accordance with the cultural aspects identified in the study (Seo, 2012). The importance of cultural determinants of social relations, health, authority and public safety satisfaction playing a very prominent role on individual life satisfaction. Finally, based on the cultural life satisfaction survey, the empirical results show that some cultural values do very significantly influence individuals' judgments about their life satisfaction (Bibi, Chaudhry, & Awan, 2015).

The relationship between culture and customer satisfaction with service encounters is essential to the success of a service organization and can be managed effectively if properly understood. It is hoped that the model presented in this paper

will facilitate a better understanding of this relationship (S. A. Hopkins, Nie, & Hopkins, 2009). Based on the explanation above, many findings support the relationship between culture and customer satisfaction. Therefore the authors chose the following hypothesis.

Hypothesis 1: There is a positive and significant influence of school culture on students' satisfaction.

7. Relationship between Service Quality and Student Satisfaction

Service quality is an insightful assessment of customer, which has a strong contribution to satisfaction (V. Zeithaml, Bitner, & Gremler, 2003). Therefore, service quality is treated as a predecessor of customer satisfaction and not adequate studies have been conducted to investigate in services (Prabhakar & Ram, 2013). (Arambewela & Hall, 2013) indicated that student satisfaction profoundly influenced by the service quality. Recent service quality literature confirmed that the influence of service quality towards satisfaction (García-Fernández et al., 2018). One study reveals that satisfaction is affected by service quality and service quality is passing through perceived value in tertiary education setting (Brown & Mazzarol, 2009). On the other hand, one more investigation verifies service quality-satisfaction relationship through applying ECSI model, reveals that service quality straightforwardly influences satisfaction (Raposo, Alves, & Duarte, 2009). Thus, it can be concluded that if service aspects are executed in a sound manner then student satisfaction would be ensured. Thus, hypothesis can be formulated in this manner below:

Hypothesis 2: There is a positive and significant influence of service quality on students' satisfaction.

8. Relationship between School Culture and Reputation

Researchers argue that the relationship between culture and reputation forms an interdependent relationship. This opinion has been widely supported by previous researchers regarding the relationship between school culture and school reputation. Culture is the soul of an establishment and must be treated as such. It is the essence or the embodiment of all that is visible and invisible about educational institutions. It

takes a lot of time and energy to create and maintain a positive culture, but it is essential for any successful school (Lou Whitaker). Organizational culture and reputation are intangible assets that organizations use to create competitive strategic advantages to differentiate themselves from other organizations in order to improve organizational performance. Many articles cite how organizational culture can be an important predictor of intangible reputation. We found that culture not only enhances organizational performance, but is also positively related to reputation. Further, our findings suggest that reputation serves as a mediator between culture and organizational performance. Previous research on reputation has shown that culture plays an important role in reputation development because internal (cultural) and external (reputation) elements interact and inform one another (Flatt & Kowalczyk, 2008).

Another study, states that there is a significant relationship between brand culture, brand experience and brand reputation of polytechnic students. Based on these results, it was found that brand culture has the strongest relationship with brand reputation among polytechnic students in northern Malaysia. Brand culture has a higher effect on brand reputation. This shows that brand culture is the dominant factor affecting the brand reputation of Polytechnic students (Azham & Ahmad, 2020). It was also found that there was a significant relationship between leadership style, school culture, and organizational image, as well as principal leadership style which significantly predicted school culture, and school culture which significantly predicted organizational image. School culture has a mediating effect on leadership style and organizational image. This is due to the realization of a leadership style that has an important role in building an organizational image through school culture.

In addition, school culture contributes positively to the image of the educational institution organization. Therefore, leadership, school culture, and organizational image are closely related. The importance of transformational leadership behavior shown by school administrators to have a strong school culture and a clear organizational image. The main actor in the study of organizational image and mission to create a strong school culture to increase the preference of educational institutions by the external environment is the school manager. In this context, it is

useful to provide a sustainable structure for educational institutions, to develop transformational leadership behaviors of school administrators, and to organize training and development programs for a strong school culture and organizational image (Kalkan, Altınay Aksal, Altınay Gazi, Atasoy, & Dağlı, 2020).

It is important to build a strong organizational culture by developing a set of ethical values that go beyond the code of ethics to be instilled in the organization while organizational leadership provides the moral impetus to allow the conversation to take place and prevents or reduces unethical behavior to protect the image and reputation of the organization. The development of a good ethical culture that is driven by purposeful and moral leadership is necessary to gain the necessary impact, obey, and achieve a good reputation. Organizations built on positive values of trust and good relationships tend to have a good reputation (Verčič & Čorić, 2018). A good reputation can provide added value more than anything an organization has. Therefore, organizational reputation is very important for business (Esenyel, 2020). School reputation can be managed by improving school cultures those are the quality of teaching and learning (Nicholson, 2016). Based on the previous research, that there is a lot of research support on the relationship between school culture and reputation, so the researcher propose the following hypothesis:

Hypothesis 3: There is a positive and significant influence of school culture on school reputation.

9. Relationship between Service Quality and Reputation

Strong theoretical support for a positive relationship between service quality and company reputation is shown in some literature and research. Researcher will present previous research that supports the relationship between service quality and reputation. According to (Kim & Yang, 2017) company reputation, service quality, and diversion barriers are very important to customer satisfaction. Company reputation has a significant effect on customer satisfaction and loyalty. In addition, the results showed that only two out of five service quality, ease of use and quality of security or privacy, had a positive effect on customer satisfaction. (Caruana & Ewing, 2010) say that the role of company reputation and its relationship to quality, perceived

value, and loyalty in an online context. The findings of the two samples indicate that firm reputation has a direct effect on online loyalty and provides an important mediating effect for perceived value and quality aspects in terms of their impact on online loyalty. There is a relationship between service quality and perceived value and their effect on customer satisfaction, company image, and behavioral intention. Providing high quality service and creating superior customer value can result in high customer satisfaction, thus affecting the company's corporate image, and ultimately leading to consumer retention (Hu, Kandampully, & Juwaheer, 2009).

It was found that there is a significant positive relationship between the dimensions of service quality, cognitive satisfaction and emotional based satisfaction, and the dimensions of service quality affect satisfaction both directly and indirectly through emotion. Customer satisfaction has more effect on service loyalty through service reputation than direct influence. Therefore, service loyalty can be built by increasing emotion-based satisfaction and service reputation to customers who are perceived as good service (Choi & Park, 2009). Perceived service quality and company reputation are measured as consumer antecedents, while service environment is treated as a moderator variable. Firm reputation and perceived service quality have a significant effect on losses, and the service environment moderates the relationship. perceived influence of company reputation and service quality on consumer trust. This shows the moderating effect of the service environment on the relationship between company reputation, perceived service quality, and consumer trust (Koc, Ozbek, & Alniaçik, 2014). Service quality has a significant direct effect on the institution's reputation and student satisfaction. Service quality indirectly through student satisfaction does not have a significant effect on student loyalty. However, the direct effect on student loyalty is through the reputation of the institution, these results indicate that the quality of service provided can make students loyal through the institutional reputation variable. Institutional reputation has an indirect effect on student loyalty through the intervening variable student satisfaction. Service quality indirectly through the reputation of the institution and student satisfaction do not have a significant effect on student loyalty (Bakrie, Sujanto, & Rugaiyah, 2019).

This study also provides empirical evidence to show educators and managers of higher education how important it is to improve reputation and image through student satisfaction with the teaching and learning process. In such circumstances, it is imperative to foster an image culture based on the quality of teaching and not entirely on branding that is parallel to the vision and organizational structure, technical infrastructure, collaborative environment and appropriate training. This research provides assistance in constructing images by studying the construction of impression, reputation, and comparative advantage, and confirming the causal relationship between satisfaction and reputation and that the two concepts are interrelated and interdependent. The study also confirms that satisfaction is an antecedent of quality and that a school's long-lasting and positive reputation is also a strong indicator of high levels of quality and competence (Bakrie et al., 2019). Direct service quality and school facilities have an effect on school reputation, direct service quality, school facilities and school reputation cannot be a mediator of the influence between service quality and school facilities on student satisfaction. There is a direct variable effect of service quality and school facilities on student satisfaction. However, the indirect variable school reputation cannot mediate the effect of service quality and school facilities on student satisfaction (Setiawan, Fakhruddin, & Kardoyo, 2020).

In addition, the interaction between customers and service providers has a big influence on how customers evaluate the quality of service offered. These encounters are essential in achieving a reputation for excellent service quality and keeping customers satisfied and even more loyal (Abd-El-Salam, Shawky, & El-Nahas, 2013). All dimensions of service quality (tangible factors, reliability, accountability, trustworthiness, and empathy) have a positive and significant effect on brand trust and brand reputation (Esmaeilpour, Sayadi, & Mirzaei, 2017). Based on those research, it can be concluded that service quality is an antecedent of reputation, while the reputation of an organization or institution can be measured through the service quality provided by the institution. Therefore, the researcher hypothesized:

Hypothesis 4: There is a positive and significant influence of service quality on school reputation.

10. Relationship between School Reputation and Students Satisfaction

Many studies reveal that corporate reputation is positively linked with customer satisfaction (MacMillan et al., 2005). While some studies have found corporate reputation to be an antecedent to customer satisfaction (Walsh & Beatty, 2007), others claim corporate reputation to be an outcome of customer satisfaction and argue that satisfaction is a key factor in long-term customer behavior and the retention of customers (Carmeli & Tishler, 2005). The supporters of satisfaction determining reputation also contend that student satisfaction aids in measuring a school's reputation (Vidaver-Cohen, 2007). Due to the controversy on the direction of causality between corporate reputation and customer satisfaction in the literature, (Helm, Garnefeld, & Tolsdorf, 2009) summarized the studies on the relationship between reputation and satisfaction as shown in Table 2 below.

Table 2: Studies on the Relationship Between Reputation and Satisfaction

Authors (year)	Assumed direction of Relationship	Results
Andreassen (1994)	Reputation->satisfaction	Positive Influenced
Andreassen and Lindestad (1998b)	Reputation->satisfaction	Positive influenced
Davies, Chun and Da Roper (2004)	Reputation->satisfaction	Positive influenced
Wiertz, De Ruyter, Keen and Streukens (2004)	Reputation->satisfaction	Positive influenced
Carmeli and Tishler (2005)	Satisfaction->reputation	Positive influenced
Helm (2006)	Reputation->satisfaction	Positive influenced
Walsh, Dinnie and Wiedmann (2006)	Satisfaction->reputation	Positive influenced

Source: Helm et al. (2009, p. 71)

The studies of (Walsh, Mitchell, Jackson, & Beatty, 2009) also provide evidence that satisfaction drives reputation. Meanwhile, (Helm et al., 2009)

applied the “post-test only control group design” of (Campbell & Stanley, 2015) to analyze hypothesized effects in order to determine whether one thing actually causes another (Aronson, Carlsmith, & Ellsworth, 1990) and confirmed about satisfaction of customer has direct positive effect to perceived corporate reputation. Based describing above, this research is hypothesized that:

Hypothesis 5: There is a positive and significant influence of school reputation on students’ satisfaction.

11. Mediating Role of School Reputation on School Culture and Students Satisfaction

Mediation effect is the influence of a given independent variable on a given dependent variable that goes through one or more third variables (Preacher & Hayes, 2004). These variables are called mediator or intervening variables. In terms of path analysis, mediation implies an indirect influence of the independence variable toward the dependence variable by mean of one or more mediator variables (Baron & Kenny, 1986). Thus, mediation occurs if the coefficient of the direct path between the independent variable and the dependent variable is decreased while the indirect effect through the mediator is postulated in the model (Bontis, Bart, Wakefield, Booker, & Serenko, 2007). This study recognizes school culture, students satisfaction, and reputation as simple mediators that influence the effects of various variables separately.

The variable that has emerged as an additional predictor of reputation is company culture. At a hypothetical level, (C. Fombrun, 1996) and (G Davies) propose that culture is related to organizational personality and organizational character. (C. Fombrun, 1996) states that "Company fame lies in the foundation of its personality - central values that shape its communication, culture, and choices." Furthermore, organizational identity "is very much in line with ideas. corporate character, personality, and culture. Therefore, central social values, such as validity, unwavering quality, reliability, and duty are at the center of perceptual representations of corporate fame. Culture is described as closely related to identity because both are needed to be considered when defining organizational identity as a social process (Hatch & Schultz, 2002) and culture that provides a context for how organizational identity is formed and articulated in relation to the cultural context.

Therefore, culture presents the context of organizational identity; and through this reciprocal relationship, culture and identity are related to reputation (Dukerich & Carter, 2000).

Theoretical support suggests a relationship between culture and reputation, there is limited empirical support for establishing a relationship between culture and reputation. As mentioned earlier, the only empirical evidence of reputation influencing culture is presented in several studies (Carmeli, 2004). Corporate culture is positively related to company reputation, because culture creates a context for organizational identity and identity related to company reputation.

According to (Gotsi & Wilson, 2001), in the formulation of their interdisciplinary literature on past and present resolutions, they are united with company resolutions as a "comprehensive evaluation of the interests of companies over time. This assessment discusses the meeting of stakeholders in coordination with the company, any communication and other imaging agreements that provide data on almost all company activities or related activities of other rivals.

Therefore, initially (Loureiro & Kastenholtz, 2011), a reputation that points to customers will expect the company's products or services to be of high quality (Herbig & Milewicz, 1995), which are direct and antecedent for customer satisfaction (Loureiro & Kastenholtz, 2011).

Analyzing the causal relationship between company truth and client fulfillment, (Rudder, Mollot, & Mathuria, 2009) has said that quality of advertising is the important foundation of a well-known administration because it can be a prerequisite for seeking client fulfillment (Ku, Kuo, & Chen, 2013).

They (Hansen, Samuelsen, & Silseth, 2008) conclude that company ownership has a strong power on the value that customers receive. Because the implementation of Benefits is difficult to discuss, corporate fame can be used to improve the quality of product or service offerings, which makes clients trust the utilitarian and hedonic benefits that are obtained relatively large. As such, customers support the priority of the store with the quality of the product or service and the

value of money from their purchases. Therefore, these two relationships can be combined to be agreed by that culture influences success; The internal cultural context of an organization or company helps shape its identity, which basically influences customer satisfaction. A reputation then mediates the relationship between culture and student satisfaction.

Hypothesis 6: School reputation mediates the relationship between school culture and students' satisfaction.

12. Mediating Role of School Reputation on Service Quality and Students Satisfaction

Positive reputation must be built and what are the consequences for the company to get a positive reputation; in other words, there are antecedents and reputational consequences (Guzmán, Abimbola, Shamma, & Hassan, 2009). This thesis examines the relationship between service quality hypothesized as an antecedent of reputation and customer satisfaction and customer commitment hypothesized as a result. Then both aspects of reputation are considered.

The quality of service received by customers will affect customer perceptions of the company's reputation because it is an interaction seen by reputable scholars who value reputation. The author is interested in examining the relationship between service quality and both aspects of reputation.

There is strong theoretical support for a positive relationship between service quality and company reputation. In the service quality literature, company reputation is an important element of service quality (Blanchard & Galloway, 1994). For this case, (Grönroos, 1988) proposed three quality measurements namely: specific quality, polished skills and abilities, and image. Specific quality measurements combine the skills and abilities that are polished related to the results. Image measurement alludes to fame and validity, and measurement of utilitarian quality includes behavior and behavior, availability and adaptability, unwavering quality and reliability, and recovery, which are linked to benefit holdings. (Grönroos, 1988) measurement of quality benefit images is identical to the measurement of company

quality in a three-dimensional demonstration of benefits consists of physical quality, interactive quality, and company quality.

Satisfaction is used as the outcome measure which is more commonly used in the context of reputation (Gary Davies, Chun, Da Silva, & Roper, 2003) and this is a logical variable that can be used when comparing the relative influence of these two aspects of reputation

Measuring satisfaction as an emotional result, in the past is closely related to customers who feel affiliated with the company's brand title (Da Silva & Alwi, 2006). (Gary Davies et al., 2003) say that satisfaction assessed in this way correlates with all dimensions. This study concludes that satisfaction is an overall assessment of the customers of an organization over time.

A positive relationship between customer satisfaction and perceived service quality has been listed in the marketing literature, and results in two different perspectives. satisfaction is the antecedent of service quality and they also regard service quality as a global attitude and satisfaction being transaction-specific emotions. According to research conducted by (Bitner & Hubbert, 1994). There is another opinion that service quality affects satisfaction, not vice versa (Woodside, Frey, & Daly, 1989). (Oliver, 1993) also have the view that the service dimension is considered in the satisfaction rating. In addition, (Spreng & Mackoy, 1996) also identified service quality as an antecedent of customer satisfaction. many previous studies have shown empirically that customer satisfaction is influenced by service quality in the service sector (Zins, 2001). There is little opinion about the direction of the relationship between service quality and satisfaction.

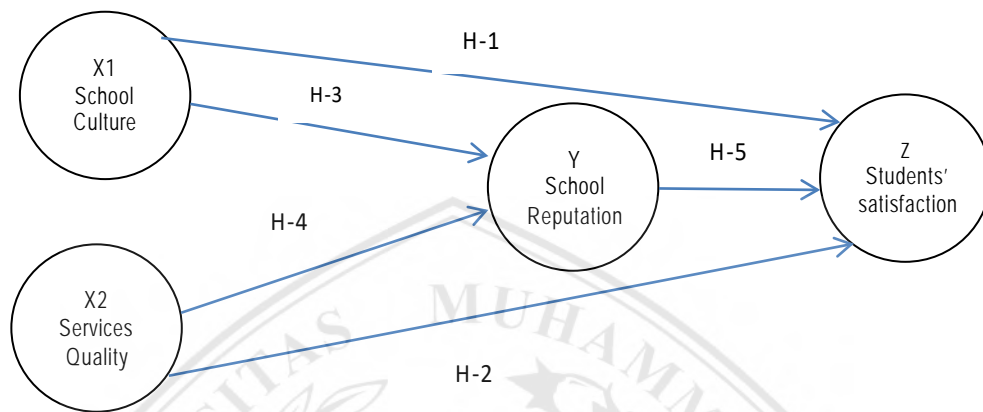
Hypothesis 7: School reputation mediates the relationship between service quality and students satisfaction.

13. Research Framework

Based on reviewing the literatures, there are two independent latent variables which effects student satisfaction: school culture, and service quality. Also, school reputation is an antecedent or mediator of a construct which is assumed to be the

driver of student satisfaction, as will be subsequently discussed. The conceptual frame work and relations between latent variables of this research are presented in this figure.

Figure 1: Research model



C. Research Methodology

1. Kinds of Research

Kinds of research in this study is Quantitative research methods. Quantitative investigate strategies require a particular approach to testing and measurable investigation (Thomas, 2003). The quantitative strategies address different questions and speculations that investigate mediations. Quantitative designs such as descriptive, causal-comparative, and correlational designs are used to study the situation as it is. There are various types of quantitative studies that fall under the heading of descriptive quantitative research. Descriptive studies are generally concerned with finding out what is, and depend on perception and study strategies to gather expressive information. This sort of inquire about includes either recognizing the characteristics of an watched wonder, or investigating conceivable relationships among two or more wonder (Leedy & Ormrod, 2001).

2. Place of Research

This research is carried out in SMA Negeri 1 Grati Pasuruan, East Java. The researcher chooses this school because it is one of the favorite schools that develops and competes in national level in this region.

3. Population and Samples

The population of this study were 289 students of grade 3 at SMA Negeri 1 Grati Pasuruan, East Java. The population consisted of 108 male students and 181 female students. The sampling method uses totally sampling or census. Selection of grade 3 students as respondents or given a research questionnaire because they had the longest experience of school culture and received educational services, so that the data obtained were objective and accurate.

4. Data and Source of Data

The study collected primary data from the respondents identified in the research. For this study to collect primary data, questionnaire was used. Each questionnaire was accompanied by a cover letter providing explanations and assurances that all individual responses were treated with confidentiality.

5. Technique of Collecting Data

The researcher collected primary data using structured questionnaires containing closed ended questions. A structured questionnaire is used in large surveys where specific answers are anticipated, in the form of multiple choices or scale questions. Closed ended questions limits the response to predetermined categories and thus quick and easy to answer making them easy to get facts. The researcher used a scale of 1-5 for the questions and broke down the sections into; 5 to represent strongly agree, 4 represented agree, 3 represented neither agree nor disagree, 2 represented disagree and 1 represented strongly disagree.

The questionnaires are designed according to the research questions of determining the important dimensions that determine influence of school culture and service quality on school reputation and students satisfaction and also organized

according to the outline of the literature review. Ethical standards are followed and there are provisions for unexpected situations.

6. Definition of Operational Variable

This research consists of independent variable and dependent variable. Dependent variables are students' satisfaction (Z) and school reputation (Y), independent variables are school culture (X1) and service quality (X2).

Table 3: Variable, dimensions and indicators of research

No	Variables	Dimensions	Indicators	Measure ment scale
1.	<u>Student satisfaction</u> Student satisfaction is the result of an assessment of the educational experience that students receive while in school in accordance with their wishes (Elliott & Healy, 2001)	1. The quality of teachers	<ul style="list-style-type: none"> • Academic advising • Learning experience • Course content • Quality of instruction 	Likert
		2. The quality of interactions	<ul style="list-style-type: none"> • Social activities • Adaptability 	Likert
		3. The quality of administrative service	<ul style="list-style-type: none"> • Student support service 	Likert
		4. The quality of physical facilities	<ul style="list-style-type: none"> • Library • Accommodation • Information and Computer technology 	Likert
2.	<u>School reputation</u> School reputation is an aggregation of the perceptions of a single stakeholder about how well the school's response meets the demands and expectations of many school stakeholders (Wartick, 1992) and (Walsh, Beatty, & Shiu,	1. Student orientation	<ul style="list-style-type: none"> • Academic success • Students and their parents. 	Likert
		2. Good employer	<ul style="list-style-type: none"> • Government body 	Likert
		3. Reliable and financial strong school	<ul style="list-style-type: none"> • School history • School location 	Likert
		4. Product and service quality	<ul style="list-style-type: none"> • Physical condition. • Teacher profile. 	Likert
		5. Social and environmental responsibility	<ul style="list-style-type: none"> • School Culture 	Likert

	2009)			
3.	<u>School Culture</u> School Culture is a symbolic representation of past efforts by the school community to adapt for their survival as well as a series of conditions that limit or allow for future adaptation (Fey & Denison, 2003).	1. Involvement	<ul style="list-style-type: none"> • Empowerment. • Team Orientation • Capability Development 	Likert
		2. Consistency	<ul style="list-style-type: none"> • Core Values • Agreement. • Coordination and Integration 	Likert
		3. Adaptability	<ul style="list-style-type: none"> • Make Changes • Customer Focus • Organizational Learning. 	Likert
		4. Mission	<ul style="list-style-type: none"> • Strategic Direction and Objectives • Targets and Objectives • Vision. 	Likert
4.	<u>Service quality</u> Service quality is result from comparing expectations prior to receiving the service, and their actual experience of the service (Zeithmal & Berry, 1990)	1. Tangibles	<ul style="list-style-type: none"> • Physical facilities, equipment, and personnel appearance; 	Likert
		2. Reliability	<ul style="list-style-type: none"> • The ability to perform promised services reliably and accurately; 	Likert
		3. Responsive	<ul style="list-style-type: none"> • Willingness to help customers and provide fast service; 	Likert
		4. Guarantees	<ul style="list-style-type: none"> • Knowledge and courtesy of employees and their ability to inspire confidence and confidence; 	Likert
		5. Empathy	<ul style="list-style-type: none"> • Caring and individual attention given by the company to its customers 	Likert

7. Instrument Testing

The questionnaire are given to students as respondents consist of 45 point likert scales to collect data in measuring the latent variables of school culture (12 items), quality services (15 items), school reputation (8 items), and students' satisfaction (10 items). All items are considered by the operationalization of each latent variable.

The questionnaire was designed with a total of some statements under four sections. Sections are used to collect data regarding the students' satisfaction, school reputation, school culture, and service quality. it is estimated that respondents take around 15 minutes to complete the questionnaire and return it to the student helper. Respondents were asked to answer 5-point likert scale questions ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree) and 5 (strongly agree) as seen below:

Table 4: Likert scale

strongly disagree	disagree	neutral	agree	strongly agree
1	2	3	4	5

8. Technique of Analysis

This study uses Structural Equation Modeling-Variance Based through the Partial Least Squares (PLS) method to analyze the research model using SmartPLS 3.0 software.

This study uses analytical techniques proposed by (J. Y. G. ANDERSON; Hair Jr, Sarstedt, Ringle, & Gudergan, 2017) analyzed the measurement model (validity and reliability), followed by a structural model (assessing hypothesized relationships). According to (Hair Jr et al., 2017) the measurement model determines each construction considered, while the structural model determines how the variables are related to each other in the structural model. The main reason for

choosing PLS as the statistical method for this study for the PLS assessment and structural model offers simultaneous analysis which leads to more accurate estimation.

Assessment of Measurement Model

The measurement model is a conceptual model with four estimated latent variables. All constructs are modeled using reflective indicators because previous research has modeled them the same. Construct reliability was assessed using the Composite Reliability (CR) value and the Cronbach's Alpha (CA) value must be above 0.7 recommended by (Hulland, 1999).

Convergent validity (internal consistency) is assessed using the average extracted size (AVE) and Item loading value. According to (Fornell & Larcker, 1981) the recommended benchmark should be 0.5. To assess discriminant validity, AVE constructs must be greater than the joint variance between constructs and other constructs of the model (Chin, 1998).

Assessment of The Structural Model

To statistically analyze measurements and structural models, this study uses Smart PLS software for Structural Equation Modeling (SEM) techniques (Ringle, Wende, & Will, 2005). In SEM, the measurement model refers to the relationship between latent variables and their manifest variables and the structural model captures the causal relationships that are hypothesized among the research constructs (Chin, 1998). SEM allows simultaneous examination of both path (structural) and factor (measurement) models in one model. In addition, Smart PLS combines factor analysis with strict regression, only making minimal assumptions, with the aim of explaining variance (high R-square) (J. C. Anderson & Gerbing, 1988). In addition, Smart PLS supports exploration and confirmation research, is strong for deviations for multivariate normal distribution, and good for small sample sizes. Because the research sample size is currently relatively moderate (289) Smart PLS was found to be more appropriate and in accordance with the objectives of this study.

D. Result

1. Data Analysis

This study used Structural Equation Modeling-Variance Based through Partial Least Squares (PLS) method to analyze the research model using the software of SmartPLS 3.0.

This study employs the two-stage analytical technique recommended by (J. C. Anderson & Gerbing, 1988), (Hair Jr et al., 2017) analyses the measurement model assessment (validity and reliability), followed by the structural model assessment (testing the hypothesized relationships).

1.1. Assessment of Measurement Model

The assessment of measurement model was done through construct reliability as well as validity (including convergent and discriminant validity).

Reliability Analysis

Test for reliability is conducted to know how consistent a measuring instrument measures the concept being measured. Cronbach's Alpha is used to measure the consistency between items of the measured variable. In table 5 is showed the Cronbach's Alpha scores range from 0.804 until 0.934.

Table 5: Construct Reliability and Validity

Variable	Cronbach's Alpha	Rho A	Composite Reliability	Average Variance Extracted (AVE)
School Culture (X1)	0.922	0.927	0.934	0.544
Service Quality (X2)	0.934	0.936	0.942	0.522
School Reputation (Y)	0.804	0.801	0.860	0.509
Students' Satisfaction (Z)	0.859	0.864	0.891	0.506

According to (Nunnally, 1994) that alpha value must exceed 0.70. but the Alpha Cronbach equation is bounded, describing all items as having the same weight (Nunnally, 1994). Composite reliability is better than Cronbach's Alpha because it provides a better estimate of the variance divided by each manifest variable (Joseph F Hair, Black, & Babin, 2010). In the composite reliability can be seen to what extent the measured variables are shown by the underlying construct. In addition, composite reliability prioritizes items based on their respective reliability (Joe F Hair, Ringle, & Sarstedt, 2011). According to (Gefen, 2000) the cutoff value taken from composite reliability is 0.7. The value of composite reliability lies between 0.860 and 0.942, which is shown in table 4. So, overall, the results of the analysis provide support to conclude that the measurement results for each latent variable are reliable.

The Convergent Validity

Convergent validity can be tested, this study used the average variance extracted (AVE), and it indicated that all AVE values were higher than the suggested value of 0.50. Based in table above, all of the variable have AVE value higher than 0.50. The convergent validity for all constructs has been successfully fulfilled.

The Discriminant Validity

For the validity of discriminatory actions based on the extent to which items distinguish between constructs. Based on the criteria of (Fornell & Larcker, 1981) discriminant validity can be checked. Items must contain height for each construct according to (Fornell & Larcker, 1981). So it tends to be inferred that the normal offer change between each construct and its size must be more noteworthy than the variance separated between constructs.

The square base of AVE is more noteworthy than the relationship esteem in the line or segment as appeared in table 6. In addition, the results show guaranteed discriminant validity. Thus, structural models show convergent validity as well as adequate discrimination.

Table 6: Discriminant Validity

Variable	School Culture (X1)	Service Quality (X2)	School Reputation (Y)	Students' Satisfaction (Z)
School Culture (X1)	0.738			
Service Quality (X2)	0.708	0.722		
School Reputation (Y)	0.746	0.677	0.713	
Students' Satisfaction (Z)	0.608	0.642	0.606	0.711

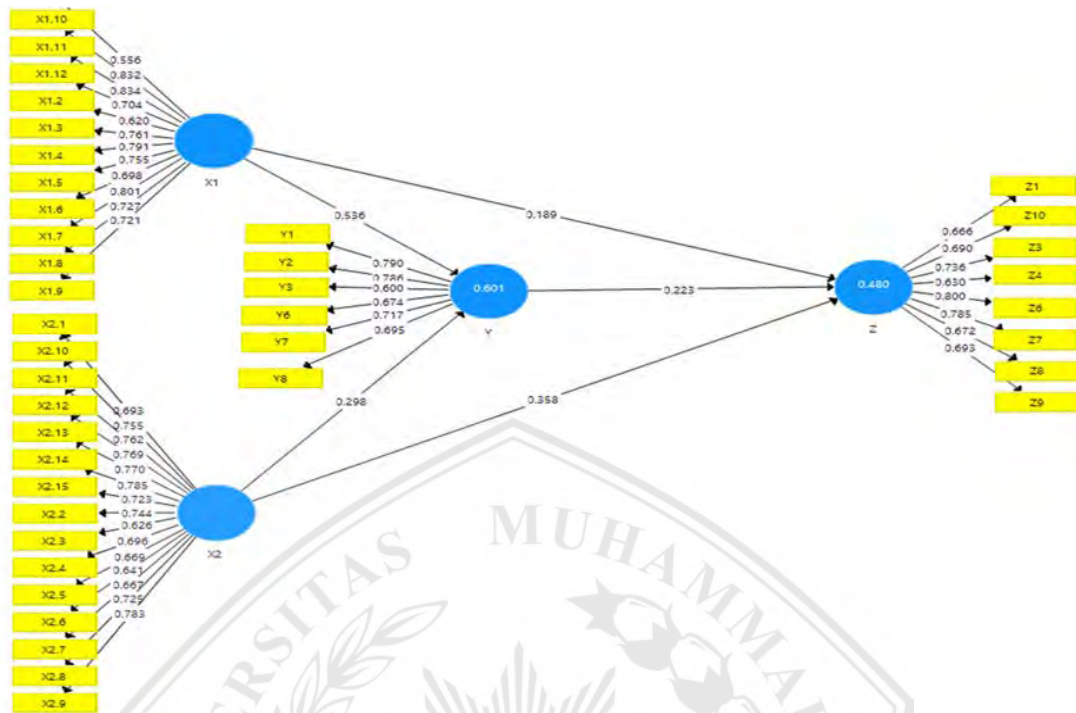
1.2. Assessment of the Structural Model and Hypothesis Testing

According to (Hair Jr et al., 2017) suggested assessing the structural model by looking at the beta (β), R^2 and the corresponding t-values via a bootstrapping procedure with a resample of 300. Moreover, they recommend reporting the effect sizes (f^2) as well as the predictive relevance (Q^2). As (Sullivan & Feinn, 2012) argue that the p- value determine whether the effect exists but it does not reveal the size of the effect.

The Path Coefficient

The structural model will test two types of relationships: the indirect effect and the direct effect of the school culture variable (X1), service quality (X2), and the school's reputation (Y) on student satisfaction (Z). The relationship between two latent variables is shown by the path coefficient value. The path coefficient must exceed 0.1 to take into account in the model according to (Urbach & Ahlemann, 2010). A path model of the indirect and direct effects between the two variables is described as follows:

Figure 2: Path model



The Direct Effect

The path coefficient above shows that between latent variables have a strong relationship because the value of the path coefficient exceeds 0.1. In the figure and table above shows that X1 has the strongest positive and direct effect with Y based on the beta value of 0.536 while the effect of X1 with Z is still significant even though the beta value is the lowest compared to the others. For variable X2, it has a positive influence with Y and Z, which are 0.298 and 0.358. In addition, Y as a variable has a pretty good effect and value on the Z variable, with a beta value of 0.233.

Table 7: Path Coefficient

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
School Culture (X1)-> School Reputation (Y)	0.536	0.538	0.052	10.339	0.000
School Culture (X1) -> Students' Satisfaction (Z)	0.189	0.192	0.082	2.313	0.021
Service Quality (X2) -> School Reputation (Y)	0.298	0.297	0.057	5.262	0.000
Service Quality (X2) -> Students' Satisfaction (Z)	0.358	0.359	0.077	4.644	0.000
School Reputation (Y) -> Students' Satisfaction (Z)	0.223	0.218	0.062	3.592	0.000

The Indirect Effect

There are two indirect effects hypothesized as stated in Hypothesis 6 and Hypothesis 7. The mediating effect of school reputation (Y) must meet three conditions according to (Baron & Kenny, 1986). First, the mediator must be significantly influenced by the predictor; second, criterion variables must be significantly influenced by predictors; and third, the criteria variable must be significantly influenced by the mediator. In the effect of mediating the reputation of the school (Y) according to the criteria of (Baron & Kenny, 1986), as the table below shows:

Table 8: Indirect Effect

Variable	Original Sample (O)	Standard Deviation (STDEV)	T Statistics ($ O/STDEV $)	P Values
School Culture (X1) -> School Reputation (Y) -> Students' Satisfaction (Z)	0.119	0.034	3.488	0.001
Service Quality (X2) -> School Reputation (Y) -> Students' Satisfaction (Z)	0.066	0.023	2.848	0.005

Coefficient of Determination (R²)

In Figure 2 shows that about 60% of the variance in Y is explained by X1 and X2. Whereas 40% is influenced by external variables Y. Overall, X1, X2 and Y explain about 48% of variations in Z and 52% are influenced by factors of external variable Z.

Table 9: R square

Variable	R Square	R Square Adjusted
School Reputation (Y)	0.601	0.598
Students' Satisfaction (Z)	0.480	0.474

The Effect Size

Cohen f² can be used to measure the effect size of the PLS model (Cohen 2nd). For effect size, the change in the coefficient of determination (R²) calculates the value of f² whether the dependent latent variable is influenced by the independent latent variable. Effect sizes X1 = 0.025, X2 = 0.111 and Y = 0.038 affect Z as shown in the table below. Values for f² 0.02, 0.15, or 0.35 indicate an appropriate small, medium, and substantial level, according to the rules of thumb given by (Chin, 1998). So, it can be concluded that compared to X1 and Y then X2 substantially influences Z.

Table 10: f square

Variable	School Reputation (Y)	Students' Satisfaction (Z)
School Culture (X1)	0.359	0.025
Service Quality (X2)	0.111	0.111
School Reputation (Y)		0.038

Predictive Relevance

Manifest variables of each latent variable must be able to be predicted by a model adequately, according to (Stone, 1974) and (Geisser, 1975). The dominant measure of predictive exposure was adopted in this study, to test the reliability of the prediction model, namely Stone-Geisser's Q2. Blindfold procedures are used to obtain Q2 values. each part of the data point in a particular block can be removed with this sample reuse technique and to predict the omitted data the estimated parameters can be used (Chin, 1998). the negligence distance, D generally ranges from 5 to 10 according to (Gang, 1980). There are two forms for estimating omitted data: Cross Validated-Redundancy and Cross-Validated Communality. By predicting the manifest variable data points that are omitted using the underlying LV to obtain Cross-Validated Communality (Chin, 1998). In addition, by predicting data points of manifest variables that are eliminated using LV which is the predictor of LV blindfolded in the model to obtain Cross Validated-Redundancy. So, the quality of the model can be measured precisely using Cross Validated-Redundancy. Q2 [0 implies the model has predictive relevance whereas Q2 [0 implies a lack of predictive relevance, according to the rules recommended by (Esposito Vinzi, Chin, Henseler, & Wang, 2010). Q2 represents the value of Cross Validated-Redundancy, can be obtained from the results of smart PLS found from 0.236 to 0.294. X1, X2, and Y have predictive relevance on the Z results of this study, so the aftereffects of the investigation show that the exploration model has great prescient pertinence.

Table 11: Construct Cross validated Redundancy

Variable	SSO	SSE	$Q^2 (=1-SSE/SSO)$
School Culture (X1)	3468.000	3468.000	0
Service Quality (X2)	4335.000	4335.000	0
School Reputation (Y)	1734.000	1224.825	0.294
Students' Satisfaction (Z)	2312.000	1765.979	0.236

Hypothesis Testing Result

The bootstrapping approach represents non-parametric analysis precision estimation both in the outer model and in the inner model.

The significance value is expressed in the t-statistic test value, which is used (two-tailed) t-value 1.65 (significant level 10%); 1.96 (significant level of 5%); and 2.58 (significant level of 1%).

From the evaluation of significance estimation, it can answer the null hypothesis proposed whether accepted or rejected. From evaluating the structural model through the bootstrapping procedure as shown in table 10 that all hypothesis show significance because the t-statistic value more than 1.96 on significant level of 5%.

Hypothesis 1: There is a positive and significant influence of school culture (X1) on students' satisfaction (Z) because it has t-statistic value 2.313.

Hypothesis 2: There is a positive and significant influence of service quality (X2) on students' satisfaction (Z) because it has t-statistic value 4.644.

Hypothesis 3: There is positive and significant influence of school culture (X1) on school reputation (Y) because it has t-statistic value 10.339.

Hypothesis 4: There is a positive and significant influence of service quality (X2) on school reputation (Y) because it has t-statistic value 5.262.

Hypothesis 5: There is a positive and significant influence of school reputation (Y) on students' satisfaction (Z) because it has t-statistic value 4.644.

Hypothesis 6: School reputation (Y) mediates the influence of school culture (X1) on students' satisfaction (Z) because it has t-statistic value 3.488.

Hypothesis 7: School reputation (Y) mediates the influence of service quality (X2) on students' satisfaction (Z) because it has t-statistic value 2.848

E. Discussion

Based on the purpose of this study, to see the influence between variables was analyzed using the smart PLS application which refers to survey data on students of SMAN 1 Grati. The two main aspects that will be explained in this section are the findings of the measurement model and the structural model.

Student satisfaction in educational institutions will be explained based on the findings using a measurement model. Student satisfaction is the result of an assessment of the educational experience that students receive while in school according to their wishes. There are several factors and indicators to measure student satisfaction, namely: academic guidance, social activities, learning experiences, student support services, libraries, course content, teaching quality, adaptability, accommodation, information and computer technology. From these indicators, most students are very satisfied with the teaching and learning process in the classroom, the learning materials provided by the teacher, and the good quality of the teachers. This satisfaction occurs because what students receive is in accordance with their expectations, there are only a few indicators that need to be considered, namely school administration services, library services and student extracurricular activities. Based on this evaluation, the indicator that needs to be maintained and developed is the teaching and learning process that students like. Meanwhile, the indicators that need improvement are administrative services, libraries and extra-curricular activities.

On the other hand, school culture is a symbolic representation of past efforts made by the school community to adapt for its survival as well as a series of

conditions that limit or allow future adaptations. School culture has several indicators, namely: Empowerment, Team Orientation, Capability Development, Core Values, Agreement, Coordination and Integration, Creating Change, Customer Focus, Organizational Learning, Strategic Direction and Purpose, Goals and Targets, Vision and Mission. Indicators of school goals and objectives have been well socialized to school stakeholders so that school members know the direction and strategic plans to anticipate future changes. However, empowerment at work still needs to be considered by providing clear job descriptions and continuous control of teachers and employees, so that the vision, mission and goals of the school can be achieved. In general, this cultural indicator has a positive effect on school culture and has an adequate contribution to student satisfaction.

Service quality is the result of comparing expectations before receiving services, and their actual experience of services that have been received by students. Quality of educational services with several indicators: physical facilities, equipment, and personnel appearance, ability to perform services, willingness to help customers, knowledge and the courtesy of employees and their ability to cultivate trust, Caring that the individual attention of the school is reserved for students. The quality of services provided by teachers and employees is quite good, only library services need to be improved. All items of the quality of educational services are very valid and have a good contribution to student satisfaction.

In addition, School reputation is a collection of the perceptions of one stakeholder about how well the school's response meets the demands and expectations of many school stakeholders. School reputation has several indicators: Academic Success, Physical Condition, Teacher Profiles, Students and Parents' Background, School History, School Location, public school, and school culture. School performance, building conditions, status as a public school and school culture have good validity in describing the school's reputation and these indicators have an effect on student satisfaction. It is not considered that indicators of school history and parental background do not affect the reputation of the school. Meanwhile, the achievement of schools in the environmental sector which was awarded the national

Adiwiyata predicate, national environmentally friendly green schools and accredited A had a very positive effect on the reputation of the school.

The result of the structural model approach is that there is a positive and significant relationship between school culture and student satisfaction even though the level of significance is low compared to other variables. Therefore, school management must improve student habits and activities so that student expectations are more fulfilled. These findings support the organizational culture survey used to measure organizational culture, and the result is that the measure of culture is significantly related to customer satisfaction (Gillespie, Denison, Haaland, Smerek, & Neale, 2008). The quality of educational services has a strong influence on student satisfaction. This condition must be maintained by the school management, especially regarding services based on information technology and online, because all educational services are all using online, especially in disease outbreaks like today. The results of this hypothesis support the opinion that service quality is a broad-based customer assessment, which has a strong contribution to satisfaction (V. Zeithaml, Bitner, & Gremler, 2003). In addition, one study revealed that satisfaction is influenced by service quality and service quality through perceived value in higher education settings (Brown & Mazzarol, 2009).

School culture also has a very positive influence on the reputation of the school. A good school culture will contribute greatly to the reputation of the school. School culture will create the school's reputation and to realize the school's reputation, a cultural dimension is also needed so that it is easily understood by students and the community. In this study, the influence of school culture has the greatest influence on school reputation compared to the variable quality of education services. This hypothesis is consistent with previous research on reputation which has shown that culture plays an important role in reputation development because internal (cultural) and external (reputation) elements interact and inform one another (Flatt & Kowalczyk, 2008). The reputation of the school can be managed by improving the school culture, namely the quality of teaching and learning (Nicholson, 2016). On the other hand, the quality of education services also has a positive effect on the reputation of the school, although its contribution is not as big

as the school culture but both are antecedents and shape the reputation of the school. Meanwhile, the reputation of the school itself also has a positive influence on student satisfaction because the reputation of the school is a major factor in student satisfaction and student satisfaction can be used to measure the reputation of the school. This research provides assistance in image building by studying the construction of impression, reputation, and comparative advantage, and confirming the causal relationship between satisfaction and reputation and that the two concepts are interrelated and interdependent. This study also confirms that satisfaction is a preliminary factor of quality and that the school's long-lasting and positive reputation is also a strong indicator of high levels of quality and competence (Bakrie et al., 2019).

School reputation also has a positive and significant effect on student satisfaction. This hypothesis is supported by many studies which reveal that company reputation is positively related to customer satisfaction (MacMillan et al., 2005). Meanwhile, several studies have found company reputation to be an antecedent to customer satisfaction (Walsh & Beatty, 2007). Proponents of satisfaction determining reputation also argue that student satisfaction helps measure school reputation (Vidaver-Cohen, 2007).

The finding of school reputation which serves as a mediating variable. School culture is positively related to school reputation, because culture creates a context for organizational identity and identities related to school reputation. A good school reputation indicates that students expect high-quality school services which directly precede student satisfaction. Theoretical support suggests a relationship between culture and reputation, there is limited empirical support for establishing a relationship between culture and reputation. As previously mentioned, the only empirical evidence of culture affecting reputation is presented in several studies (Carmeli, 2004). Company culture is positively related to company reputation, because culture creates a context for organizational identity and identity related to company reputation. Therefore, these two relationships can be combined so that school culture affects the reputation of the school, the internal cultural context of the organization or school helps shape its identity, which in turn in turn affect customer

or student satisfaction. This study shows that the level of significance of school reputation as a mediating variable that links school culture and student satisfaction is quite high.

In addition, the school's reputation which is also an intermediary between the quality of education services and student satisfaction also has a positive contribution, although the significance is not as large as the mediation of school culture. A positive reputation must be built and what are the consequences for the company to get a positive reputation; in other words, there are antecedents and consequences to reputation (Guzmán, Abimbola, Shamma, & Hassan, 2009). This thesis examines the relationship between the hypothesized service quality as an antecedent of reputation and customer satisfaction and the hypothesized customer commitment as a result. Then these two aspects of reputation are considered. The quality of service received by customers will affect customer perceptions of the company's reputation because it is an interaction seen by leading scholars who value reputation

If you look at the results of the coefficient of determination (R^2), it can be analyzed that the school reputation variable (Y) has an internal value greater than the external value which is influenced by factors outside the study. This means that this research has a major contribution to the school reputation assessment. While the coefficient of determination (R^2) of the student satisfaction variable (Z) has an internal value that is smaller than the external value, which means that student satisfaction (Z) of the value of this variable is largely influenced by factors outside the study. With these results the research contribution is quite balanced between the internal and external factors of the study.

By looking at the results of the hypothesis test above, all hypotheses are accepted because the t-test statistical results are positive and significant. So that overall discussion of PLS intelligent analysis results, measurement models and structural models answers the formulation of this research problem because all variables have a significant relationship.

F. Conclusion

1. Conclusion

Based on the results of examinations and discussions, the researcher concluded that the results showed that there was a positive and significant influence of school culture on student satisfaction even though the level of significance was low compared to other variables. Therefore, school management must improve student habits and activities so that student expectations are more fulfilled. The quality of education services has a strong influence on student satisfaction. This condition must be maintained by the school management, especially regarding information technology-based and online services.

School culture also has a very positive influence on the reputation of the school. A good school culture will contribute greatly to the reputation of the school. School culture will create the school's reputation and to realize the school's reputation, a cultural dimension is also needed so that it is easily understood by students and the community. In this study, the influence of school culture has the greatest influence on school reputation compared to the variable quality of education services. On the other hand, the quality of education services also has a positive effect on the reputation of the school, although its contribution is not as big as the school culture but both are antecedents and shape the reputation of the school. Meanwhile, the reputation of the school itself also has a positive influence on student satisfaction because the reputation of the school is a major factor in student satisfaction and student satisfaction can be used to measure the reputation of the school.

School reputation also has a positive and significant effect on student satisfaction. This hypothesis is supported by many studies which reveal that company reputation is positively related to customer satisfaction.

The finding of school reputation which serves as a mediating variable. School culture is positively related to school reputation, because culture creates a context for organizational identity and identities related to school reputation. A good school

reputation indicates that students expect high-quality school services which directly precede student satisfaction.

In addition, the school's reputation which is also an intermediary between the quality of education services and student satisfaction also has a positive contribution, although the significance is not as large as the mediation of school culture. Furthermore, research evidence shows that school culture, quality of educational services and school reputation have a significant effect on student satisfaction.

2. Suggestions

Furthermore, the results of this research are expected to be able to increase contribution to the fields of marketing and services. For schools, it can be used as a reference to improve the quality of educational services, especially library services that are less than optimal so digital libraries are needed to increase student literacy, and extracurricular activities need to be packaged according to students' talents and interests. School achievements in the field of environment and school accreditation A must be maintained and enhanced by developing a positive school culture and improving educational services so that the school's reputation is better and student satisfaction is met. This research can also be used as a basis for planning schools in the face of competition between educational institutions and to anticipate the development of the education world in the future.

3. Future Research

For further research, it is expected that there will be an increase in the loyalty variables of parents and similar school competitors in Pasuruan Regency. The survey should be conducted on research respondents consisting of all students of SMAN 1 Grati, parents and education stakeholders of SMAN 1 Grati. So that it is hoped that findings will be useful for the improvement of educational institutions in the future.

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APPENDIX

SURVEY QUESTIONNAIRE

This survey is used in partial fulfillment of the Master's Degree in Master Management at the Muhammadiyah University. It is anonymous and confidential.

Are you a SMAN 1 Grati student? If yes kindly, answer the questions below by ticking on the appropriate box.

No.	Statements	5 Strongly satisfy	4 satisfy	3 Neutral	2 dissatisfy	1 Strongly dissatisfy
A	STUDENTS' SATISFACTION					
1.	Students are very satisfied to receive academic advice from the teacher.					
2.	Students are very satisfied to take part in extracurricular activities at school.					
3.	Students are very satisfied to follow the teaching and learning process in class.					
4.	Students are very satisfied to receive administrative services from the school.					
5.	Students are very satisfied to receive library services and facilities.					
6.	Students are very satisfied to receive learning material in class.					
7.	Students are very satisfied with the quality of teaching provided by the teacher.					
8.	Students are very satisfied to receive school committee services.					
9.	Students are very satisfied with the accommodations and class facilities offered by the school.					
10	Students are very satisfied to receive information services					

		and computer technology.					
No.	Statements		5	4	3	2	1
			Strongly agree	agree	Neutral	disagree	Strongly disagree
B	SCHOOL REPUTATION						
1.	1.	School achievements reflect the reputation of the school.					
	2.	The physical condition of the school building is getting better.					
	3.	How to teach teachers easily accepted by students					
	4.	Students and parents' backgrounds support the school's reputation					
	5.	School history contributes positively to the reputation of the school					
	6.	The strategic location of the school strongly supports the school's reputation					
	7.	This school is a favorite public school					
	8.	This school has religious activities and cares and has a strong and good environmental culture					
No.	Statements		5	4	3	2	1
			Strongly agree	agree	Neutral	disagree	Strongly disagree
C	SCHOOL CULTURE						
1.	1.	There is empowerment in working at school					
	2.	Students are directed to study and work in groups					
	3.	This school has a competency development program					
	4.	This school has good values to disseminate					
	5.	This school has a school code for dealing with problems					
	6.	This school has Coordination and Integration in work					

	7.	This school encourages students' creativity in anticipating future changes					
	8.	This school focuses on the needs of customers (students)					
	9.	This school has organizational learning.					
	10	This school has strategic directions and goals					
	11	This school has goals and objectives.					
	12	This school has a vision and mission					
No.	Statements		5	4	3	2	1
			Strongly agree	agree	Neutral	disagree	Strongly disagree
D	SERVICE QUALITY						
.	1.	This school has good classroom facilities.					
	2.	This school has a good laboratory					
	3.	This school has a good library					
	4.	This school has good sports facilities					
	5.	This school has a good place of worship					
	6.	This school has a good canteen					
	7.	This school has a good parking lot					
	8.	This school has a good student organization space					
	9.	This school has good teaching staff					
	10	This school has good employees					
	11	This school has the ability to provide good administrative services					
	12	This school is willing to help students and provide good health services.					
	13	This school has educators who are knowledgeable and					

		polite.					
14	·	This school has knowledgeable and polite employees.					
15	·	This school has individual care and attention for students.					

